

Is Self-employment for Me?

Theme and Level

Theme: Know Myself

Level: Next Steps

At a Glance

Students consider whether they have the temperament and characteristics to become successful entrepreneurs.

Time: 50 minutes.

Essential Questions

- Is self-employment for me?

Preparation

- Secure computer lab with overhead projector enabled and CIS access
- Make copies of *Is Self-Employment for Me Worksheet*, one per student.

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for them to consider whether they have the temperament for becoming and characteristics of a successful entrepreneur.
2. Show PPT Slide 2. Ask students:
 - Who has operated a lemonade stand or other small business as a child?
 - What did you like or dislike about this small business venture?
 - Have you considered other small business ideas?
3. Listen as students share their self-employment ventures with classmates.
4. Show PPT Slide 3. Distribute the *Is Self-Employment for Me Worksheets*.
5. Show PPT Slide 4. Demonstrate where to find the Entrepreneurial Career Assessment form in CIS and how to complete the test and read the analysis of the results.
6. Instruct student to complete the assessment and read the analysis now.
7. After each student finishes the quiz, instruct them to save their results and their thoughts about these results.
8. Advise students to click the Analysis for the Entrepreneurial Career Assessment Form and read this as well.
9. Allow 20 minutes for assessment completion and reading the analysis information.
10. Show PPT Slide 5. Break class into triads to discuss learning. Have students discuss:
 - What were your results?
 - What did you learn?
 - What different classes might you consider based upon these results?
11. Provide 10 minutes for this activity.
12. Discuss student learning as a full class.
13. Show PPT Slide 6. Ask students to answer the questions in the text boxes at the bottom of the worksheet, Page 2, and transfer this learning to their CIS portfolios, in the Next Steps: Know Myself section of Career Plan.

Variations and Accommodations

- Pair students who need extra assistance completing the assessment and reading the analysis
- Have students interview an entrepreneur and write or read a report about what they learned to the class.
- Describe your own experience as an entrepreneur, if you have such, or bring a guest speaker to class who is a successful entrepreneur.

Assessment

Use the *Is Self-Employment for Me Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the text box within the Next Step: Know Myself section of Career Plan. The following box needs to be completed: **What did you learn about yourself from the career assessment (Entrepreneurial Career Assessment Form) you just completed?**

Materials

Computer lab with overhead projector and CIS access

[Is Self-Employment for Me \(PPTX\)](#)

[Is Self-Employment for Me Scoring Guide \(PDF\)](#)

[Is Self-Employment for Me Scoring Guide \(DOCX\)](#)

[Is Self-Employment for Me \(PDF\)](#)

[Is Self-Employment for Me \(DOCX\)](#)

Goals and Standards

Common Core State Standards

- English and Language Arts Career Anchor: Reading Informational Text
- English and Language Arts Career Anchor: Speaking & Listening

National Career Development Guidelines

- GOAL PS1 Develop understanding of self to build and maintain a positive self-concept.
- GOAL CM2 Use a process of decision-making as one component of career development.
- GOAL CM3 Use accurate, current and unbiased career information during career planning and management.

American School Counselor Association

- Personal-Social Development, Academic Development, Career Development

Bloom's Taxonomy: Understanding, Analyzing, Applying

American School Counselor Association (ASCA) Mindsets and Behaviors for Student Success

Mindset Standards

- Belief in Development of Whole Self, Including a Healthy Balance of Mental, Social/Emotional and Physical Well-Being
- Self-Confidence in Ability to Succeed
- Sense of Belonging in the School Environment
- Positive Attitude Toward Work and Learning

Behavior Standards: Learning Strategies

- Demonstrate Critical-Thinking Skills to Make Informed Decisions
- Apply Media and Technology Skills

Behavior Standards: Self-Management Skills

- Demonstrate Ability to Assume Responsibility
- Demonstrate Ability to Work Independently

Behavior Standards: Social Skills

- Use Effective Oral and Written Communication Skills and Listening Skills
- Create Positive and Supportive Relationships with Other Students
- Demonstrate Advocacy Skills and Ability to Assert Self, when Necessary
- Demonstrate Social Maturity and Behaviors Appropriate to the Situation and Environment